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Harmon not Harmony.

BY LEO.

Governor Harmon was quite sure of his nomination for a second term, but is he sure of his re-election in November? He may feel that way. Let him draw from his assurance all the comfort possible. Let him have his sanguine anticipations. That is all he may have, for it does not seem probable that the returns in November will be in his favor.

It is true that he has made a good governor—better really than people generally expected—but still the Democratic party is not enthusiastic in favor of his re-election. The Bryanites—and they are numerous in Ohio—would rather not vote for a man so much in line with the late ex-president Cleveland. Of course, custom requires that we eulogize the departed president, but no party custom demands the laudation of one just like him in political matters. Some of the so-called progressive Democrats, that is, Bryanites, are already predicting Harmon's defeat by a large majority. The wish may be father to the thought, but be it even so the want of harmony is in evidence.

But the lack of harmony in the Democratic party in Ohio is not necessary to the defeat of Harmon this fall. If the Republican party will put in nomination a good ticket victory is sure. The Republicans of Ohio are more numerous than the Democrats, and when they pull together a big majority for the ticket is quite sure.

Will they pull together? We think so. The indications are favorable thereunto. There is some diversity of views anent the candidate for governor, but any good, sound, sensible man—a man commanding the respect of voters—can be elected. Ex-Governor Herrick of Cleveland would make an ideal candidate if he could be induced to run. He made an excellent governor during one term. His re-election for the second term would have saved the party some trouble and defeats. The party did not do right by Gov. Herrick, and we presume that he would not run for another term just now.

Garfield is being pushed to the front by his friends. We would rather see some one else put in nomination. The ex-secretary has been mixed in too much with Pinchot, Glavis and company to make a first class candidate just now. Better let him enjoy the sweet felicities of a retired life for a while longer.

As to Nick Longworth, there is nothing to commend him for the nomination but his relation to ex-President Roosevelt. It is thought that his father-in-law would come to Ohio and make speeches for the ticket if Longworth was at the head of it. Well, perhaps he would, and perhaps his speeches might do little good. We fear that ex-President

Roosevelt is going to be a sort of Bryan—a dictator—in the Republican party. It is not desirable to have him play that role. He has had his inning, let others have a chance now. If people quit running after the ex-president so much the Republican party and the country would fare all the better. W. H. Taft is now the head of the Republican party and no good will come of setting up the ex-president as a sort of idol.

Theodore Roosevelt may be blameless in this matter, but he ought to keep clear of siding in with any politicians hostile to the present administration.

A Wretched Mistake
to endure the itching, painful distress of Piles. There's no need to. Listen: "I suffered much from Piles," writes Will A. Marsh of Siler City, N. C., "till I got a box of Bucklen's Arnica Salve, and was soon cured." Burns, Boils, Ulcers, Fever Sores, Eczema, Cuts, Chapped Hands, Chilblains vanish before it. 25c at Wm. Kipp's Sons.

Infirmary Facts.

One of the inmates has a sweet and genial way of greeting old friends. A lady who was well acquainted recently met him. "O, you darned old fool," is the reception she got.

We recently heard the most eloquent piece of cussing that ever graced (?) the lips of a fair critter of the human kind. We think the devil was immediately behind with a swab of sulphur and brimstone. We don't know whether she had good reason for it or not.

O, for a good swimmin' hole for this hot weather.

We had a concert in the side-yard early on the morning of the Fourth. 'Twas under the poplar trees. Two of the inmates were indulging in the seductive and soul-racking strains of what to one of them was "Sorgumalaw Marching Through the Army." Even the sparrows quit their twittering to listen and the sun got behind a cloud. All nature stood aghast. We had to fasten our shoes, and two others had to take seats.

We had ice cream for dinner on the Fourth, and in the afternoon some went over to the fair grounds.

Bob and Tip thoroughly enjoyed the Fourth, if one is crippled in the head and the other in one of his hind legs. Both had firecrackers with which to celebrate the glorious day, if it was cool. It brought to mind old memories of youth. How well do we remember the Fourth when youth and spring-time of life was our portion, before the evil days came upon us and disease sapped our once supple frame and we enjoyed the friendship of all.

July 11.

PETE.

Children Cry FOR FLETCHER'S CASTORIA

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Examination Questions Used July 2.

READING.

1. What is meant by a "sane Fourth"? A marathon race? The "Big Stick"? By socialism?
2. Who is a suffragette? Your congressman? The leading living poet of America? The leading living novelist? (Give reasons for your answer to the last two questions.)
3. What is the best method for teaching beginners to read? Give the justification for your choice of this method.
4. Give three or more vital tests for good oral reading. How do you correct one of the faults that may be observed in attempts to accomplish the requirements of one of these tests?
5. What is the value of punctuation marks in reading?
6. How do you teach the use of a dictionary in connection with the reading lesson?
7. Enumerate the books and the author of each that you have read in the last year upon professional subjects. What are the general teachings of the one that impressed you most favorably? What other books have you read?

LITERATURE.

1. Mention some literature that you would use in connection with the teaching of geography; some that you would use in teaching history.
2. Classify Shakespeare's plays and tell where he obtained his plots for them. Write fully about one of the leading characters of any of the dramas that you would teach a class.
3. Name some masterpieces that you would teach to eighth grade pupils. Outline one of these as you would teach it to an eighth grade class. Give the quotations that you would have the class commit to memory.
4. Discuss the rise of the novel in the English Literature. Tell something of the first English novelist; something of the first American novelist.
5. Name three lyric writers and three biographers and a work of each. Quote from each one of them.
6. Name three Ohio writers, and their writings. Quote from one of their writings. What events and writings have affected the writings of Ohio authors?
7. Locate three literary centers of the United States. Why are or were these such? What authors lived or worked in these places? Write something of the leading writer among these authors. Quote from his works.
8. What is a classic? An ode? A treatise? A comedy? A satire? Name one each and the author of it.

UNITED STATES HISTORY, INCLUDING CIVIL GOVERNMENT.

1. Name the acquisitions of territory by the United States since 1869, giving the dates and terms of each. How was the latest one acquired?
2. What were Hamilton's plans for organizing the treasury of the United States?
3. Give an account of some severe financial crisis through which our country has passed.
4. Who discovered the Hudson river? Ohio? Florida? California? The Great Lakes? Write the results of one of these discoveries.

coveries.

5. What affairs of national and international importance during the administration of Grover Cleveland? Of Wm. McKinley?

6. Give a brief account of the early education in the United States and the progress of our schools.

7. Write a brief description of the foreign affairs in the administration of John Adams.

8. Explain "initiative and referendum"; "squatter sovereignty."

9. Describe two treaties between the United States and some foreign countries after the Revolutionary war.

10. How does our state government differ from our national government in its sphere of action?

ARITHMETIC.

1. One man does a piece of work in 4-5 of a day; another can do it in 60% of this time; how long will it take both working together?
2. B paid \$75 premium for insuring 4-5 of the value of his house, at 2½%. D paid \$77 premium for insuring 7-10 of the value of his house at 2½%. What was the difference in value of the two houses?
3. One diagonal of a rhombus is 1,014 feet, the length of a side is 845 feet; find the area of the rhombus and the length of the other diagonal.
4. A man sold a horse and buggy for \$140, gaining 20% on the horse and losing 20% on the buggy; what did both cost, if the former cost only half as much as the latter?
5. A sold a horse on June 15, 1910, for \$180, taking a 90-day note drawing 6% interest. On July 1, 1910, he sold the note in bank at a discount of 8%. If he paid \$165 for the horse, what percent did he gain by the transaction?
6. If 17 pieces of timber, 35 feet long, 28 inches wide, 6 inches thick, cost \$68, what will be the cost of 40 pieces, 32 feet long, 25 inches wide, 7 inches thick, at one-fifth more per foot?
7. Show the difference between \$320 invested in a savings bank drawing 4% compounded semi-annually, and the same amount at simple interest at 4½%, the time being in both cases 2 years.
8. Which is the better investment, to buy 4½% stock, at 116, that yields an annual income of \$364.50, brokerage ¼%, or place the same money in a savings bank that pays 4% interest? How much better?

THEORY AND PRACTICE.

1. Explain the value of the imagination in the teaching and study of arithmetic; in teaching description in composition work.
2. How do you find the capacity of a pupil for any work? Is it necessary for a teacher to know anything of the ability of a pupil? Why so, or not so? What errors may be avoided in understanding this matter?
3. Name three qualities of good questioning. What are some of the faults in questioning during a recitation to be avoided?
4. Why have good scholarship? Why require it of pupils as a basis of promotion? What wrongs may be committed by a teacher of poor scholarship?
5. What is the most recent law upon the certification of teachers? What are some laws that a teacher must not violate in making a contract to teach a school? Is a certificate a pre-requisite to employment as a teacher?

6. Name three or more professional books that you have studied in your preparation for teaching and give the author of each. Give the general outline of any one of these books.

7. Enumerate at least five things that a teacher may do to make the school a social center of the community; tell how you put one of these into effect.

8. Discuss in not less than two hundred words one of the following topics: (a) The Initial Preparation of the Teacher. (b) The Teacher's Associates. (c) Reading Circle and Summer Schools. (d) The Teacher's Reading.

GRAMMAR.

1. Diagram and parse all the words: (a) Three-fourths of the soil is sand. (b) Five times four are twenty.
2. Define case; give three sentences illustrating the uses of the objective case.
3. What are the essential differences between grammar and rhetoric? As a teacher of grammar, why study rhetoric?
4. Write five sentences beginning with expletives and point out the subjects and predicates of these sentences. What are the uses of the expletives?
5. Give the construction of the italicized words in the following sentences:
(a) You have as many apples as I have pears.
(b) You gave me such as I would not give you.
(c) Of two evils, the less is always to be chosen.
6. Explain and illustrate a reflexive; an appositive; a restrictive clause; synopsis; declension.
7. Outline a course in language work for a third grade class.
8. Indicate the difference between interrogative pronouns and interrogatives by use in sentences.
9. How determine the case of nouns and pronouns after passive forms? Illustrate.
10. Diagram and give construction of italicized words:
Nature is a kind of enchanted castle in which beauty is imprisoned, and whose doors are opened only to him who loves that which is within.

GEOGRAPHY.

1. What connection between geography and the study of botany? Between geography and agriculture? Between geography and animal life?
2. What is the chief reason for race prejudices? How has and does this affect civilization and government? Why and how is one race stronger than another?
3. Draw a map sketching your own county and its adjacent counties. In what congressional district is your county situated?
4. Name five largest cities of Europe and tell why they are so large. Locate them. What is their climate?
5. Trace three transcontinental railroads across the United States, locating three cities on each; name the states crossed, and give the chief articles of traffic carried by each.
6. Locate the "Christ of the Andes," Bartholdi Statue of Liberty, the Clyde river, the Giant's Causeway, Lassa, Mt. Cenit tunnel, the "Sunrise Kingdom," Mocha, the "White City" and the city of Hong Kong.

7. Give your plans for teaching map drawing and tell what are your chief aims in this work.

8. Enumerate at least six influences upon climate. Which is the most potent?

9. Give all the reasons for the rotundity of the earth.

10. Why is the United States so influenced in the affairs of China? What is the effect upon the Chinese?

ORTHOGRAPHY.

1. Give your method in detail of hearing a recitation in oral spelling. What virtues do you claim for this method?
2. What is a phonogram? Phonetic spelling? A monogram? An antonym? A synonym?
3. Show all the sounds of "u" in words properly marked diacritically.
4. Use correctly in sentences: August, august; idol, idyl; beach, beech; wry, rye.
- 5-6. Outline all the classes and kinds of letters and characters used to represent elementary sounds.
7. Show the proper pronunciation by proper diacritical markings: essay, deteriorate, Vancouver, Christian, justices, chalice, plagiarist, garage, bona fide, artisan.
- 8-10. Spell: Ablution, peaceable, excusable, laboratory, perfidy, civilian, dysnomy, crochet, Tagalog, jappanned, viscid, caboose.

Saved at Death's Door.

The door of death seemed ready to open for Murray W. Ayers of Transit Bridge, N. Y., when his life was wonderfully saved. "I was in a dreadful condition," he writes; "my skin was almost yellow; eyes sunken; tongue coated; emaciated from losing forty pounds; growing weaker daily. Virulent liver trouble pulling me down to death in spite of doctors. Then that matchless medicine—Electric Bitters—cured me. I regained the 40 pounds lost and now am well and strong." For all stomach, liver and kidney troubles they're supreme. 50c at Wm. Kipp's Sons.

Ninevah.

W. D. Unger has a new auto. Jesse Flory and family visited his father-in-law, Wm. Pleasant, and family, Sunday.

Wm. Pierce's visited near Gettysburg Sunday.

Samuel Huston and wife and son Chester, were the guests of Hank Artman's, near Philipsburg, Sunday.

If the weather is favorable this week the wheat will be about all cut and the hay all made.

George Delk and family were the guests of his brother Ben and family Sunday.

Mrs. Ada Krickenburg and two sons were visitors at G. W. Ludy's Friday.

John Unger is having a new galvanized roof put on his barn.

G. W. Ludy and family were the guests of Dan Noodles, near Painter Creek, Sunday.

The celebration and festival will be a go sure Saturday and Saturday night. Everybody come.

July 11.

GAIL.

Children Cry FOR FLETCHER'S CASTORIA

TALKS NOW OF FRANK IN MAIL

Harmon's Reply to Howland Is Further Evasion.

TARIFF VIEWS STILL HIDDEN

Use of Frank's Privilege Not Confined to Republicans, and Tom Johnson's Bold Circulation of Henry George's Book Not Forgotten—The Platform Plank Harmon Stands On Proclaimed a Jest.

Now that he has projected himself into the arena of national politics, and is an avowed candidate for the presidency, Governor Harmon should appreciate that his views on national questions and problems are earnestly sought by the people.

It is not enough to turn aside an inquiry upon the assumption that it has been directed to him in the spirit of curiosity, or from a desire to heckle him. The people really want to know what he believes in and what he stands for. They are entitled to know before they give their support to the furtherance of the Harmon ambitions by giving him support at the polls this fall.

Congressman Howland of Cleveland directed four inquiries to the governor in an endeavor to ascertain his definite views on the tariff. These questions were:

"Are you in favor of free wool?"

"Are you in favor free iron and steel?"

"Do you believe that the high prices for farm products are caused by the Payne tariff law?"

"If so, do you favor free farm products?"

Governor Harmon declined to make reply at once, but stated in newspaper interviews that Mr. Howland would be answered at the state convention. If one is to assume that the answer is contained in the tariff plank of the platform adopted, then it is most adroitly hidden. The platform pronouncement is a declaration for a "revenue tariff"—nothing more.

Mr. Harmon evaded. The platform evaded. Now comes the Harmon press bureau with a further evasion, and an effort to cloud the issue by abusing Mr. Howland for having injected it into the campaign.

Seeks to Cloud the Issue.
In reply to the interrogatories of the Cleveland congressman, Governor Harmon's press bureau says:

"That howling speech of Congressman Howland about free wool and free trade and the high price of farm products, and other speeches which, Washington dispatches say, 'several Ohio Republican representatives got into the Record' that were 'intended primarily for political consumption,' are to be used in Ohio this year as campaign documents.

"Through the use and abuse of the franking privilege political speeches of this kind are made in congress by g. o. p. congressmen for the purpose of having the state flooded with them free of expense of the state g. o. p. committee.

"This abuse of the franking privilege by g. o. p. politicians enables the g. o. p. machine to flood the state with poisoned political literature at the expense of the people."

Harmon's Party Uses Frank.
If the franking of political speeches by congressmen was confined to the membership on the Republican side of the house, there might be argument in the Harmon bureau's reply; but as much, and maybe more, Democratic campaign thunder was written into the record in the recent session of congress than Republican, the argument falls flat.

The people of Ohio have not such short memories that they can not recall that it was a Democrat—Tom L. Johnson—who read the entire book, "Progress and Poverty," by Henry George, into the Congressional Record, in order that the theories of the great single-taxer might be given gratuitous circulation through the mails.

And he has given scant attention to the proceedings who does not know that throughout the recent session of congress, while the Republicans were working vigorously to shape and enact progressive legislation for the benefit of the people, the Democratic members of congress were delivering themselves of labored efforts designed to justify their negative votes in the eyes of their constituents. Champ Clark, their party leader, has never shown himself averse to the full enjoyment of his franking privilege, and where one of Congressman Howland's speeches go through the mails without postage, there will be three from the lips of the Missouri aspirant for the speakership.

Governor Harmon can not evade the issue by directing attention elsewhere.

On "I Want It" Platform.
Nominated for governor and endorsed as the Democratic presidential nominee, Mr. Harmon virtually tells the people of Ohio that they must give him the use of the highest office in the gift of the state to further his plans with regard to the White House.—Massillon Independent.